



**NSW Education Standards Authority**

**Annual Report  
2018**

**Reporting on the 2017 Calendar Year**

**Mountain View Adventist College**

Owned and Operated by

Seventh-day Adventist Schools  
(Greater Sydney) Ltd

## 1 A message from key school bodies

**College Council** - The college council is an integral part of the college and meets together at least 6 times per year as a minimum. The council chair is in touch with the principal over many matters in between meetings and is kept up to date on all of the major issues pertaining to the college. The council is made up of committed parental support as well as members from the Greater Sydney Conference of the Seventh day Adventist church. The council takes an active role in many areas of college life- new buildings, academic achievements, staff issues, student support.

The council members have chosen to belong to the council because they believe in the vision and mission of the college and want to support the principal and administration in making the college the absolute best college it can be – academically, physically and spiritually - for all stakeholders involved in the daily challenge of running a P-12 campus.

The council supports the Chaplaincy program of the college, which plays a vital part in supporting parents, staff and students. There is 1 full time Chaplain and 2 part time Chaplains who spend a lot of time in classes supporting the teachers in their daily interaction with the students, as well as helping parents through any traumas that may come their way.

The council chairperson discusses issues with the principal over the year, both in a formal and informal manner. He is in direct contact if there seems to be an issue that he can help with.

The college is very blessed to have a council that respects the college executive team and will work with them on matters of importance that may come up from time to time.

**Student Representative Council (SRC)**– The college has the Prefects from Junior, middle and senior schools to create the SRC. The students join together to work on specific issues they all feel need to be worked on for the good of all students. They work together in specific areas such as - Genes for Jeans, The Bible Society and collecting for the year 11 mission service trip. The SRC meet with the Chaplain at least once a term. The Senior Prefects meet more times than this so that they can be involved in more activities over the year as they come up. In 2016 the prefects began a program whereby the Senior Prefects came into the Staff worship for a week, and took staff worship – they wanted not just to share with staff, but to let staff know who they are. From that initiative, they have been joining with Middle school prefects every Thursday and going into all classes over the year to take a worship. All of the prefects take an active role in the college community where they can and also when required.

When the college holds their Open Days/Afternoons, the Middle and Senior Prefects will be asked by the Executive to be the first point of call for families coming into the college and giving them not only a personal tour but share their experience as students.

## **2 Contextual information about the school**

MVAC is located in Doonside and is on the fringes of a property boom happening in Doonside, Quakers Hill and along the main roads providing to the M7 and M4.

Over the last 10 years, the college numbers have continued to increase- from 200 students in 2004, to over 650 in 2017. The fees were decreased in 2012 to reflect the financial needs of the parents, living in a low socio economic area and this was a contributing factor to the enrolment increase.

MVAC has a large bus fleet that picks up children from Penrith, to Liverpool and Fairfield area, as well as locally. This provides a broad diversity in the socio-economic status in the College community.

Even though the college is run by the Seventh day Adventist Church, students from all faiths are actively encouraged to attend as well as all cultures. This creates a diverse group of students who are learning from an early age, not to discriminate towards others and to be accepting of all.

### **Literacy and Numeracy Action Plan (LNAP)**

We are into our fifth year of a NSW Literacy and Numeracy Action Plan grant. This is a grant of over \$100 000 per year, spread through to 2019, which targets improved literacy and numeracy of our Early Stage 1, Stage 1 and 2 students. One of the major spin offs of this grant is the amount of professional Development that each k-4 teacher is involved in, with literacy and numeracy. The teachers are learning different ways of not only teaching the students to increase their literacy and numeracy, but learning divergent ways to select samples of work, how to evaluate their work and how to show the students growth, through a more thorough way of collecting data.

Already we have seen huge results in the NAPLAN results with our students growth points from year3-5, 5-7 and 7-9 all above average, in the 2016 NAPLAN testing and followed through into the 2017 results as well. Two years in a row, the college has received an official letter from NESA congratulating them on their growth as shown in Years 3,5,7,9 NAPLAN results.

This is a testimony to the dedication and planning that the staff are doing, to raise the Academic standard in our College.

MVAC is split into three different schools on one site – Junior (prep – yr4), Middle (yrs 5-8) and Senior (yrs 9-12). This division was made on philosophical reasons to better engage students with targeted age appropriate programs in each of the schools.

The College is also involved with the AIS (Australian Independent Schools), to support the staff in the area of Improvement of all aspects of school life. In 2017 the college spent time looking at Pastoral care and how to improve the staff learning culture as well as supporting the teachers and leaders in looking at increasing the student interaction with their studies, being more academic focused.

3 Student performance in National and State-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

**Literacy**

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

**Reading**

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11	14	75
Year 5	8	32	60
Year 7	19	38	43
Year 9	7	34	59

**Writing**

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	3	9	88
Year 5	7	17	76
Year 7	8	34	58
Year 9	12	36	52

**Spelling**

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	3	17	80
Year 5	2	17	81
Year 7	2	13	85
Year 9	2	24	74

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	17	26	57
Year 5	13	31	56
Year 7	17	38	45
Year 9	10	49	41

### Interpretative Comments

In 2017 for the second year in a row, MVAC recorded significant growth in all of the above results – from one period to another.

ACARA have acknowledged our school as having significant student growth over all areas and grades in NAPLAN. We believe this is because of the intense Instructional teaching that our teachers have been giving to the students and the amount of Professional Development we have been involved in with the Action Plan – an initiative of the Australian Independent Schools and the Federal Government.

We acknowledge that there is still work to do to bring the percentage of students below standard to minimum standard. This is continuing with the skills the teachers are gaining from LNAP grants.

### Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	9	32	59
Year 5	4	28	68
Year 7	8	36	56
Year 9	2	17	81

### Interpretative Comments

As with Literacy, MVAC had significant growth in student gain from 2015 to 2017. This we believe has come about once again because of the intentional explicit instruction.

### 3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	<b>53</b>
Number of ROSAs issued by NESA in 2017	<b>0</b>

### 3.3 Results of the Higher School Certificate Examination 2017

#### Comparison of 2017 results compared to the state

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Studies of Religion	42	School	0%	10%	26%	31%	26%	7%
		State	7%	40%	31%	15%	5%	2%
Advanced English	9	School	0%	11%	89%	0%	0%	0%
		State	15%	48%	28%	7%	1%	1%
English	33	School	0%	0%	21%	64%	12%	3%
		State	1%	15%	39%	31%	9%	1%
Personal Development, Health, Physical Education	16	School	0%	12%	12%	0%	44%	32%
		State	9%	22%	29%	21%	12%	6%
Music 1	8	School	0%	62%	25%	0%	0%	12%
		State	20%	45%	24%	9%	1%	1%
Physics	4	School	0%	0%	100%	0%	0%	0%
		State	11%	23%	33%	21%	7%	4%
Visual Arts	5	0	0%	40%	60%	0%	0%	0%
		State	13%	42%	35%	9%	1%	0%
Mathematics General	20	School	5%	10%	35%	35%	10%	5%
		State	7%	19%	25%	24%	17%	8%

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Mathematics	9	School	22%	11%	45%	22%	0%	0%
		State	23%	30%	21%	16%	6%	3%
Mathematics Extension 1	2	School	E4 0%	E3 100%	E2 0%	E1 0%		
		State	38%	44%	15%	3%		
Food Technology	12	School	0%	8%	17%	50%	25%	0%
		State	8%	21%	29%	21%	14%	4%
Information Processes and Technology	12	School	0%	33%	42%	17%	8%	0%
		State	7%	22%	35%	16%	12%	6%
Legal Studies	12	School	0%	8%	42%	50%	0%	0%
		State	13%	31%	30%	16%	5%	3%
Community and Family Studies	13	School	0%	0%	39%	54%	8%	0%
		State	4%	25%	37%	20%	8%	3%
Design and Technology	2	School	0%	50%	0%	50%	0%	0%
		State	11%	32%	34%	17%	4%	1%
Ancient History	4	School	0%	25%	50%	25%	0%	0%
		State	9%	27%	25%	19%	11%	7%
Biology	17	School	0%	24%	35%	24%	18%	0%
		State	12%	27%	29%	19%	8%	4%
Business Studies	13	School	0%	0%	8%	62%	30%	0%
		State	8%	28%	28%	21%	8%	4%
Chemistry	8	School	0%	0%	63%	37%	0%	0%
		State	9%	33%	28%	19%	18%	1%



### Interpretative comments for Higher School Certificate results

For a small cohort of students the College was very pleased with the HSC results. The students have performed to the best of their ability in all areas. Due to the small numbers of students in each subject, percentages compared to the state appear skewed. The college is expecting that, with the improvement in the lower years, this will flow through to the Year 12 cohort, so that there will be improved results.

### Comparison of 2017 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Personal Development, Health and Physical Education	16	2017	0%	12%	12%	0%	44%	32%
	18	2016	0	0	39%	34%	17%	11%
	18	2015	0	11%	0	56%	33%	0
Music 1	8	2017	0%	62%	25%	0%	0%	12%
	14	2016	0	22%	64%	14%	0	0
	8	2015	0	37%	63%	0	0	0
Mathematics General 2	20	2017	5%	10%	35%	35%	10%	5%
	19	2016	5%	42%	21%	32%	0	0
	16	2015	0	12%	69%	19%	0	0
Mathematics	9	2017	22%	11%	45%	22%	0%	0%
	0	2016	0	0	0	0	0	0
	7	2015	0	14%	57%	29%	0	0
Mathematics Extension 1	2	2017	E4 0%	E3 100%	E2 0%	E1 0%		
	11	2016	9%	18%	55%	18%	0	0
	2	2015	0	100%	0	0	0	0
Legal Studies	12	2017	0%	8%	42%	50%	0%	0%
	11	2016	9%	18%	55%	18%	0	0
	11	2015	0	0	27%	73%	0	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Information Processes and Technology	12	2017	0%	33%	42%	17%	8%	0%
	4	2016	0	0	100%	0	0	0
	14	2015	0	7%	43%	29%	21%	0
English	33	2017	0%	0%	21%	64%	12%	3%
	31	2016	0	0	36%	58%	6%	0
	45	2015	0	0	31%	49%	20%	0
Advanced English	9	2017	0%	11%	89%	0%	0%	0%
		2016	0	0	0	0	0	0
		2015	0	0	0	0	0	0
Design & Technology	2	2017	0%	50%	0%	50%	0%	0%
	5	2016	0	0	60%	20%	0	20%
	6	2015	0	0	33%	34%	33%	0
Community & Family Studies	13	2017	0%	0%	39%	54%	8%	0%
	13	2016	0	8%	39%	39%	16%	0
	18	2015	0	0	5%	50%	39%	6%
Chemistry	8	2017	0%	0%	63%	37%	0%	0%
	6	2016	0	0	34%	66%	0	0
	0	2015	0	0	0	0	0	0
Business Studies	13	2017	0%	0%	8%	62%	30%	0%
	8	2016	0	0	50%	25%	25%	0
	16	2015	0	0	37%	44%	19%	0
Biology	17	2017	0%	24%	35%	24%	18%	0%
	16	2016	0	44%	31%	25%	0	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	12	2015	0	25%	17%	17%	25%	16%
Ancient History	4	2017	0%	25%	50%	25%	0%	0%
	7	2016	0	14%	29%	43%	14%	0
	14	2015	7%	0	14%	36%	43%	0
Visual Arts	5	2017	0%	40%	60%	0%	0%	0%
	2	2016	0	100%	0	0	0	0
	9	2015	0	22%	45%	33%	0	0
Studies Of Religion	42	2017	0%	10%	26%	31%	26%	7%
	32	2016	0	6%	9%	37%	37%	3%
	46	2015	2%	15%	17%	26%	22%	17%
Physics	4	2017	0%	0%	100%	0%	0%	0%
	0	2016	0	0	0	0	0	0
	3	2015	0	67%	33%	0	0	0

### Interpretative comments for Higher School Certificate result trends over time

There really are no trends that are happening with HSC results as there are only a small number of students in most classes, any trend that we may see really isn't accurate as we can't trend on a small number of students.

## 4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 75%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 98%

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Microsoft training	44
Action plan- Moral purpose	14
Timetabling of literacy block	14
Communication in the workplace	44
LNAP Module 1 Training – Early Literacy & Numeracy Explicit Instruction & Assessment	7
Collaborative Planning – LNAP Assessments & Essential Agreements	14
Child Protection	44
CPR/Anaphlyaxis	44
Kindergarten Assessment Guidelines	3
LNAP Literacy Priorities/Streaming	9
Work,Health Safety x 5 modules	44
Quality Schools – SIAS x 4 sessions	12
AIS Action Plan- 3 sessions for Leaders	3
Kindy Screening Data & Class Placements	3
GSC K-6 Curriculum Committee x 6 sessions	3
SWD's & IEP's	24
GSC Learning Support Advisory x6	1
YARC Workshop & HSC Disability Provisions	1
PAT Testing & OARS	44
CARS & STARS/Spelling Mastery Streaming x 2 sessions	9
SMART data unpacked by AIS	44
Online Governance x 6 modules – principal	1
SEQTA Marksbooks Timetabling Literacy Block	6

Areas of professional learning	Teachers (number or group)
Learning Difference Convention	1
ACARA/NAPLAN 2016 MVAC Growth	44
LNAP Online Literacy Module 1 – Explicit Instruction and Assessment	7
LNAP Term 2 Collaborative Planning – PLC’s	1
eLearning & SWD’s Accessibility on iPads	1
Phonics Hero App – Teacher	7
LNAP Reading Wall Data Analysis	15
Masters degrees- ongoing	5
Selective Mutism	3
LNAP Numeracy Module 2 – Developing Number Sense	7
LDA Explicit Instruction Phonics	4
Teacher Aide Training / LNAP Module 2 Literacy Training	16
PLC – Visible Learning for Literacy	15
K-2 GRR & 5-6 Writing Training x 3 sessions	11
Guided Reading Training	2
Literacy Block Audit & Guided Reading	5
Instructional Leadership PLC Marsden Road Public School	1
Gender Education – understanding the transgender child	44
AIS Online Literacy Module 3 - Explicit Instruction & Beginning Phonics	7
K-2 Module 3 Numeracy & Module 4 Literacy Training / 5-6 Guided Reading Groups	11
K-7 PLC – Visible Learning for Literacy	16
Instructional Leadership PLC Oran Park Public School	1
PAT Testing & OARS Data Analysis (2017)	44
Strategies & Resources for Supporting Learning Difficulties in the Classroom	1
QAS Engagement Strategies	44
K-2 GRR & Data Analysis +	7

Areas of professional learning	Teachers (number or group)
Parent Reading Workshop	2
K-2 Numeracy Observations/Instructional Leadership	7
K-2 Online Module 3 Numeracy – Effective Numeracy Instruction	15
K-6 Curriculum PLC - Numeracy Whole School Planning	15
AIS Conference – <i>Every Student, Every Lesson, Every Day</i>	2
QAS Thinking Routines	44
Instructional Leadership PLC @ MVAC	2
Numeracy Module 3 Effective Numeracy Instruction Live Webinar	15
ACARA Literacy Learning Progressions x 2 sessions	3
K-2 Numeracy Online Module 4 – Teaching so that all Children Can Learn Maths	15
LNAP Phase 2: Planning Workshop for 2018 Implementation Plan	4
K-6 Curriculum PLC – Tracking Student Progress (Visible Goal Setting in Classrooms)	15
Instructional Leadership PLC @ Blaxcell Street Public School	1
Instructional Leadership – Guided Reading	7
K-6 Numeracy Online Module 4 Teaching so that all Children can Learn Maths Feedback	16
Uploading Documents to One Drive	7
ACARA Literacy & Numeracy Learning Progressions & New Best Start for Kindergarten Assesments / PLAN 2 Database	3
K-6 Data Analysis & Handover for 2018 /DIBELS	15
Maintenance 2018 and Beyond: Teacher Accreditation Information	7
Instructional Leadership PLC @ Hinchinbrook Public School	2
Professional Journaling (NESA/AITSL/QAS) for LNAP – Ensuring Whole School Priorities are Embedded in Practice / Induction for New Teachers of Essential Agreements	3

Total Staff PD experiences: 934

Average cost per teacher for professional learning: \$150

## 5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	44
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	44

## 6 Workforce composition (comment on Indigenous staff)

Our staff are from various backgrounds, from – Fiji, South Africa, Tonga, NZ, Chile, Columbia, Mauritius, Spanish, Australia and 1 Indigenous teacher for the Junior school. We have 31 Female and 12 male teachers on staff. There are 41 full time teachers and 3 part time teachers employed in the school.

They vary in age from graduating in 2016 to 40 years of experience

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	88
Year 1	89
Year 2	91
Year 3	90
Year 4	87
Year 5	92
Year 6	90
Year 7	89
Year 8	89
Year 9	87
Year 10	86
Year 11	84
Year 12	86
Total school attendance average	88

### 7.2 Management of non-attendance

Each morning, an SMS message goes to any parent of a child who has not turned up for school, this message goes out to parents by 10am – to allow for traffic issues. Parents then are aware if their child has truanted or will text back if their child is unwell and off for the day.

Each roll teacher takes note if a student is away for more than 3 days. If so, the office will ring the parent to see where the child is.

If a child is away on intermittent days at a regular rate, the office will also talk to parents and students and let them know of the importance of school.

If students struggle with getting to school on time, the Deputies will talk to the students as well as the parents about what is required.



The roll teacher will continue monitoring student attendance, and will inform that Principal or Heads of Schools if a child seems to consistently be away. Parents will be spoken to and if there is anything that the school can do to support the family it will do so.

Further monitoring will continue and if the child is still continually absent, the school will report to community services for the child's non-attendance.

If we find a child has more than 15% days absent, we will discuss this with the School Liaison officer that works in our district, and they will visit the family.

### 7.3 Retention from Year 10 to Year 12 (where relevant)

Percentage retention rate: 76%

## 8 Post School Destinations

65% went to University  
12% went to business college  
9% went to the workforce  
3% went travelling overseas  
11% unknown

## 9 Enrolment

### 9.1 Enrolment Guidelines

#### Scope

Seventh-day Adventist Schools in NSW are comprehensive co-educational schools providing an education underpinned by the values of the Seventh-day Adventist Church and operating within the policies of the NSW Education Standards Authority.

#### Applications

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K - 12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

- Please Note: Individual SDA schools may vary in the starting age of students.

#### Immunisation Requirements

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

1. record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;

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2. provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
  3. notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
  4. exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

### Processing Applications

1. The school will base any decision about offering a place to a student on:
  - a) Family Relationship with the school:
    - I. the applicant coming from a Seventh-day Adventist family;
    - II. sibling of a current or ex-student;
    - III. they hold attitudes, values and priorities that are compatible with the school ethos.
  - b) The Student:
    - I. the contribution that the student may make to the school, including the co-curricular activities;
    - II. any special needs or abilities of the student;
    - III. the student's reports from previous schools.
  - c) Other Considerations:
    - I. order of receipt - when the application to enrol is received by the school.
2. The school will meet with parent/caregiver(s) of the students before offering a place.
3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

A copy of this guideline can be found on the NSW Adventist Intranet (5.8.2) <https://kb.myadventist.org/display/nswedupolicies/Enrolment+Guidelines> or you can request a hard copy from the front office.

*Changes made to the policy during 2017*

This is a new guideline written in 2017.

### Characteristics of the student body

#### Composition/characteristics of the student population

The majority of our students are from ethnic backgrounds. They integrate well together and there is a healthy respect for all cultures. They celebrate their diversity by being involved with Multicultural days and concerts throughout the college. The majority of our students are bused into the college from the surrounding suburbs – as far away as 30km from the college. We also have many students coming from the low socio-economic areas of Western Sydney. There is now a huge shift, because of the growth of the local suburbs, into the more affluent families registering their children into the College.

## 10 School Policies

### Student Welfare Policy

#### Student welfare:

- Encompasses all that the college does to promote and meet the spiritual, personal, social and learning needs of the child.
- Creates a safe, caring environment in which students are nurtured as they learn.
- Provides opportunities for students to:
  - a. experience success in their learning
  - b. make a useful contribution to the community in which they live, as well as their college environment
  - c. derive joy from their learning
  - d. work and play in a safe environment free from ridicule, verbal & physical abuse and any kind of behaviour that may hamper their learning
- Supports the student in wanting an environment that is free from disruption caused by unruly behaviour
- Encourages the student to value differences within their cultures.
- Supports the student in all aspects of their learning.

#### Student Welfare at Mountain View Adventist College -

Encompasses everything the school community does to meet the personal, social and learning needs of students.

Creates a safe, caring school environment in which students are nurtured as they learn.

Is achieved through the total school curriculum and the way it is delivered.

Incorporates effective discipline.

Incorporates preventive health and social skills programs.

Stresses the value of collaborative early intervention when problems are identified.

Provides ongoing educational services to support students.

Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.

Recognises the role that the school plays as a resource to link families with community support services.

Provides opportunities for students to:

- Enjoy success and recognition.
- Make a useful contribution to the life of the college.
- Derive enjoyment from their learning.

MVAC partnerships with parents / guardians and the wider school community.

The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

#### *Aims of Student Welfare*

**Through the student welfare program, the college aims to:**

- Develop a strong foundational belief in the Godhead.
- Develop the self-esteem of all students within the school.
- Develop a set of values to guide behaviour leading to self-discipline.
- Develop positive, caring relationships within the school community.
- Develop an ability to communicate effectively.
- Develop a sense of personal dignity.
- Develop a sense of cultural identity and the tolerance of other cultural identities.
- Address the common needs of all students as well as focusing on the different needs of boys and girls.

#### *Outcomes*

- The wellbeing, safety, spirituality and health of students and other community members will be the priority in all areas of the Student Welfare Policy.
- Principles of equity and justice will be evident in plans, programs and procedures.
- The discipline code will provide a clear guideline for behaviour which is known to staff, students and parents.
- The college will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The college will reflect the positive values of the community and will welcome participation of the community in the learning environment.

#### *Responsibilities of Administration:*

**Principal & Heads of Schools will ensure that:**

- A commitment to student welfare underpins all policies and activities of the school.
- The college community reviews policies and practices related to student welfare on a regular basis.
- The colleges discipline Policies are continually being reviewed.
- Students, staff and parents are assisted to develop and put all of the policies into place within the college.

- Expect teaching and support staff to acquaint themselves with the policies within the college relating to student welfare.

**Teaching and support staff will:**

- Ensure that they are familiar with the Student Discipline Policies.
- Contribute to the provision of a caring, well managed, safe environment for all students and fellow staff members.
- Participate in the learning and teaching process in ways which take account of the aims of this policy.
- Participate in the implementation of the Discipline Policies.

**Students will:**

- Act according to the support code established by the college.
- Contribute to the provision of a caring, safe environment for fellow students and staff members.
- Participate actively in the learning process.
- Practice peaceful conflict resolution.

**Parents will be encouraged to:**

- Participate in the learning of their children and the life of the School, including the review of the Student Welfare Policies.
- Share the responsibility for shaping their children's understanding about acceptable behaviour.
- Work with the teachers to establish fair and reasonable expectations of the college.

*Student's Rights:*

All students are not too young to understand that the granting of rights must be followed by the acceptance of responsibilities.

**Students have the right to:**

- Be happy and to be treated with compassion.
  - Be treated with respect and politeness.
  - Be safe. No one should threaten them, hit them or hurt them in any way.
  - Expect their property to be safe.
  - Obtain maximum benefit from all lessons.
  - Expect that educational activities will be beneficial.
  - Be by themselves if they so desire. No one should treat them unfairly because they may be different from others.
  - Have good health practices respected.
  - Have pleasant, well-kept and clean surroundings while in the classroom and in the playground.
  - Expect the local community to provide support for the school and have respect and pride in the school.
  - Be helped to learn self-control and self-discipline.
-

- Be heard if others abuse their rights.

#### *Responsibilities of Students at Mountain View*

#### **Students have the responsibility to:**

- Treat others with compassion, not to laugh at others, tease them or in any way try to hurt their feelings.
- Be polite to all of the school community and treat them with respect.
- Respect the authority of teachers – all adults.
- Use polite language when talking to others.
- Make school safe by not threatening anyone, hitting or hurting anyone in any way.
- Not steal, damage, destroy or interfere with the property of others.
- Be cooperative with teachers and other students to ensure that lessons run smoothly and that all work is kept up to date. Behave so as not to interfere with other's learning.
- Be punctual, to attend school regularly and to contribute to school activities.
- Respect others as individuals and not treat them unfairly because they may have differing beliefs, values or appearance.
- Always be clean and tidy and in full college uniform.
- Keep the school grounds tidy as well as their personal space within the school environment.
- Let teachers know of anything of a dangerous nature within the school that may jeopardise the wellbeing of the student and staff body.
- Behave in a way that will gain respect for the school, especially when going from and coming to school and at out of college activities.
- Learn self-discipline and respect the rights of others.

*The full text of the student Welfare Policy can be asked for at the Office and downloaded as a PDF. All staff access a copy through the Shared File.*

*No changes –other than formatting- have been made in 2017.*

### **Discipline Policy**

#### *10.2 Student Management Policy*

#### **Rationale**

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

#### **Aims**

To ensure that a procedurally fair discipline system is in place.

---

## Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

1. know the allegation and any other information related to it;
2. know the process by which the matter will be considered;
3. make a response to the allegation;
4. know how to have any process or decision reconsidered;
5. expect impartiality in the investigation and the decision making; and
6. an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

A copy of this guideline can be found on the NSW Adventist Intranet (5.7.1)

<https://kb.myadventist.org/display/nswedupolicies/Student+Management+Policy> or you can request a hard copy from the front office.

### *Changes made to the policy during 2017*

The words *(including but not limited to the suspension, expulsion and exclusion of students)* has been added twice to this policy during 2017.

## 10.3 Anti-Bullying Policy

### **Statement of Intent**

Recognising that bullying and other violent behaviours are endemic to society, this document is the basis for guidelines intended to:

- Create or heighten awareness of the problem.
- Define inappropriate behaviour.
- Set guidelines for dealing with problems which ensure an absence of bullying
- Empower students and staff to make informative decisions whereby bullying behaviour is

shown to be unacceptable in our college.

The purpose is to stop bullying behaviour before it reaches the point where the College discipline system is necessary. Mountain View Adventist College should be a safe environment for all students and staff.

### **Definition**

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress.

These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, on those doing the bullying and on those looking on.

Harrasment is where there are isolated incidents. Once this escalates to more than once or twice, it then becomes a bullying issue . Although by no means a comprehensive list, bullying behaviours or incidents include:

### **Physical Bullying**

The College's approach to physical bullying is set in the College Discipline Policy for each of the departments.

### **Non-physical Bullying**

- Name calling, 'Put downs' about family, appearance (size, shape, looks, clothing), achievements or abilities, race or religion. This also includes laughing in ridicule or others.
- Lying or exaggerating a situation in order to hurt a person's feelings. This includes making a joke at another person's expense and/or using the pretence " I was only joking!" in order to divert attention from the hurtful intent.
- Sexual harassment. This includes making rude or suggestive remarks and gestures in order hurt or shock another person.
- Annoying others to get attention. This may include forms of teasing or flirting
- Depriving others of equal rights such as taking turns at a game, or monopolising teacher's time or by withholding information in an attempt to gain an advantage.
- Taking other's possessions to inconvenience them. This includes demanding money or privileges to gain an advantage.
- Using social pressure to distance others.
- Making false accusations or repeating criticism about a third party.

### ***Specific Procedures to Address Bullying***

*Open environment to discuss bullying behaviour by:*

- Providing safety for all those reporting.
- Actively listening to the concerns of those reporting.
- Acknowledging the concerns of everyone involved.
- Stating a clear strategy to address the issue.

*Educational programs designed as prevention technics and to heighten awareness:*

- Staff - through staff meetings.
- Prefects - through Student Representative Council meetings and through direct assembly and class programs.
- Parents - through Home and School meetings, that are open to all parents.



- Students – teaching life skills that resolve and diffuse conflict. Examples of this would be: conflict resolution, empathy training, assertiveness training, negotiation skills, and problem solving.

*Clear reporting procedures designed to:*

- Be an adjunct to the official discipline system.
- Take the report of bullying seriously - demonstrate to bullies that their behaviour is being observed and assessed.
- Be co-operatively driven and assessed for effectiveness by students and staff.
- Utilise trained students who take on the role of Peer Mediators.
- Record incidents of bullying through a Referral Co-ordinator (Staff member), who will:
  - a. Monitor individual patterns of behaviour.
  - b. Identify particular bullying patterns across the College population.

*Stages in monitoring patterns of bullying:*

- Problem is dealt with on the spot by prefects and staff.
- Notification that the behaviour has been recorded.
- Interview to discuss behavioural pattern.
- Meditation process.
- Referral for specialised counselling.
- Referral to the Discipline Committee.

*Stages in monitoring behavioural patterns of victims:*

- Interview to look at the behavioural choices.
- Awareness program to challenge 'helplessness' patterns.
- Training in assertiveness skills.
- Empowering victims to address 'bullies'.

**What to do if you are Bullied**

*Initial coping strategies:*

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive look and sound confident.
- Walk quickly and confidently, even if you don't feel that way inside – appearing confident is helpful.
- If students have been bullying you, teasing you or calling you names, reassure yourself that you're OK, and that those students are the ones with the problem.
- Talk to a friend/friends about it.

- 
- Avoid “risk” situations where possible, or stay close to adults or friends.
  - Consider whether you have been bullying yourself, e.g. have you been name-calling, annoying, threatening, showing off, etc. If you have, change your own behaviour.
  - If you feel or think that you are different in any way, be proud of it – individually and diversity (with the College guidelines) are important.
  - Consider talking to the College Chaplain – this person can help you develop skills which can be useful in bullying situations.

#### *Further coping strategies*

Report it to a teacher or prefect. Remember that the bullying will continue if those responsible think they can get away with their behaviour. Bullying can be stopped!

If bullying continues after reporting it to a teacher or prefect, talk to the College Chaplain, who will record the incident and monitor the situation.

#### *What to do if someone else is Bullied*

Procedure to follow:

- |                   |   |
|-------------------|---|
| <u>Report it:</u> | The person bullied may be too scared to tell anyone                         |
| <u>Remember</u>   | that <b>nobody</b> deserves to be bullied                                   |
| <u>Show</u>       | the bully that you and your friends strongly disapprove of his/her actions. |
| <u>Give</u>       | support to students who are bullied.  |

*The Policy can be accessed by the public or parent body by asking the Admin Office. All staff can access the full documentation through the share file.*

*There have been no changes to this policy in 2017*

## **Complaints and Grievances Policy**

### *10.4 Complaints Handling Guideline*

#### **Scope**

Seventh-day Adventist Schools are committed to providing a harmonious, Christ-like, safe environment for all students, parents and staff. This guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

1. enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
2. provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

This Guideline applies to all company staff receiving or managing complaints from parents, other staff members or the wider community made about schools or the company, their services, or how the company handles complaints.

There are separate, specific guidelines that establish processes for handling child protection, overseas students and employment related complaints or grievances.

### **Purpose**

This policy is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

1. enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
2. provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

### **Company Commitment**

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

### **Director**

The Director is committed to promoting a culture that values complaints and their effective resolution by:

1. providing adequate support and direction to key staff responsible for handling complaints;
2. regularly reviewing reports about complaint trends and issues arising from complaints;
3. encouraging staff to make recommendations for system improvements;
4. supporting recommendations for system improvements arising from analysis of complaint data.

### **Principal**

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

1. providing regular reports to the Director on issues arising from complaint handling work;
2. ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
3. training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines;
4. encouraging staff to provide suggestions on ways to improve the company's complaints management system.

### **Staff**

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

1. treating all people with respect, including people who make complaints;
  2. complying with the Company Complaints Handling Guideline;
  3. keeping informed about best practice in complaint handling;
  4. assisting people who wish to make complaints to access the complaints handling guideline;
-

5. assisting those handling complaints to resolve matters promptly;
6. providing feedback to their principal/director on issues arising from complaints; and
7. implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

A full copy of this guideline can be found on the NSW Adventist Intranet (5.2.2) <https://kb.myadventist.org/display/nswedupolicies/Complaints+Handling+Guideline> or you can request a hard copy from the front office.

*Changes made to the policy during 2017*

This is a new guideline written in 2017.

## 11 School determined improvement targets

### Priority Areas for Improvement for 2018

Recommendations	Strategies	Timeframe
To continue the use of evidence based data to enhance the literacy/numeracy skills of all students	For all teachers to begin using Explicit instruction in their lessons	Continue throughout the year
That all teachers apply a broader range of teaching strategies to engage the students in Secondary school	For teachers to research a broader range of teaching strategies to engage a wider range of students	Continue through the year and sustain
that by the end of 2018, the college has developed a highly motivating, inclusive adult learning culture so that all stakeholders feel a part of the Educational Environment.	Research PD for Admin staff Ensure Admin staff have regular meetings, with a member of executive being involved for reporting purposes	Sustain during 2018
That the College adopt ways to address student alienation – because of lack of friends/cyber bullying/in school bullying	that all staff and students are “reading off” the same page and agreeing to what needs to happen  <ul style="list-style-type: none"> <li>• Chapels and worships about bullying/ resilience/manners/courtesy</li> <li>• review bullying protocols</li> <li>• Heads address bullying as it happens</li> <li>• Conduct focus groups across stages to see where the major difficulty for some students lies</li> <li>• Have Counsellors talk to students via a Chapel program</li> </ul>	Sustain during 2018 and beyond
To sustain all 2017 strategies into the future years	Continue PD and LNAP program for k-6 and support secondary staff in PAT testing, NAPLAN and continual research into new methods of learning and teaching.	Sustain during 2018 and beyond

## Achievement of Priority Areas listed for improvement in the 2017 report

### Priority Areas for Improvement for 2017

Recommendations	Strategies	Timeframe
To continue the use of evidence based data to enhance the literacy/numeracy skills of all students	For all teachers to begin using Explicit instruction in their lessons	All 2017
To identify new ways of collecting data for all classes and use to increase their literacy and numeracy	All k-6 use DIBELS All k-10 use PAT Maths/Comprehension/Spelling All stage 1 and 2 use GRR All stage 2 and 3 use Cars n stars	Throughout 2017
To be more vigilant in Senior school with the handing in of assessments on time	All senior staff discuss any tardiness with deputy and all work together to support students who are methodically late	Throughout 2017
Train more staff in the area of coaching and walk thrus	All staff being given the opportunity to walk into a peer classroom for observation	End of 2016 – onward into 2017
To increase our NAPLAN growth for the 2 year period: ie: yr 3-5, yr5-7, yr7-9	Intense and explicit teach methods for literacy and numeracy. Spend more time looking at SMART data from previous years	May 2017
To measure the progress of Kindergarten children throughout the year and identify early, their gaps of knowledge	Teachers use the Early Literacy Tool and plot the data throughout the year	ongoing in 2017
Tier 3 interventions used to provide individual instruction in literacy and numeracy	Use of para professional to deliver this program	Ongoing throughout 2017
Intense pre lit program used in Prep class to increase student readiness for kindergarten	Pre lit taught to all Prep students by the classroom teacher and the aid	Ongoing 2017

## 12 Initiatives promoting respect and responsibility

For many years the Junior School are involved in the National Day of Thanksgiving

The students also do a NAIDOC program for a Chapel

All Year 11 students are given the opportunity to go on an Overseas Mission trip for 10 days in October. They become involved in serving the local community in any way they can

Year 8 have a STORMCO PROGRAM that they do in the term break, that involves all Middle school staff and students and all the local community are involved and are given invitations to attend every day. In the afternoon the students take a bus and clean yards for elderly.

Year 12 students all have the opportunity to take staff worship at least once a year, at 8.20am. They can do this in groups or individually, and they choose what they speak to the staff about

Year 12 students also take a Chapel program where they talk to the other students about their journey and how they have got to where they are now

Each week in Chapel, all students from Kindergarten to Year 12 have the opportunity to be involved in the program. For the Junior school, each class will be allocated the weeks' Chapel to manage. They will choose the songs, do the prayer, introduce the guest speaker and do a special item. The Middle School and Senior School have the opportunity to do introductions, be in the band, run the power point, look after the sound mixer, do the prayer be in the worship team interview the guest speaker and do an icebreaker. All of these opportunities help the students become respectful of the rest of their team and grow in their own abilities to serve others in the capacity that they have been given.

### **13 Parent, student and teacher satisfaction**

At the beginning of 2017, surveys were done through the AIS, for parents, students and staff.

Sadly only 2 parents took the opportunity to do the survey, therefore it is not a valid survey to comment on.

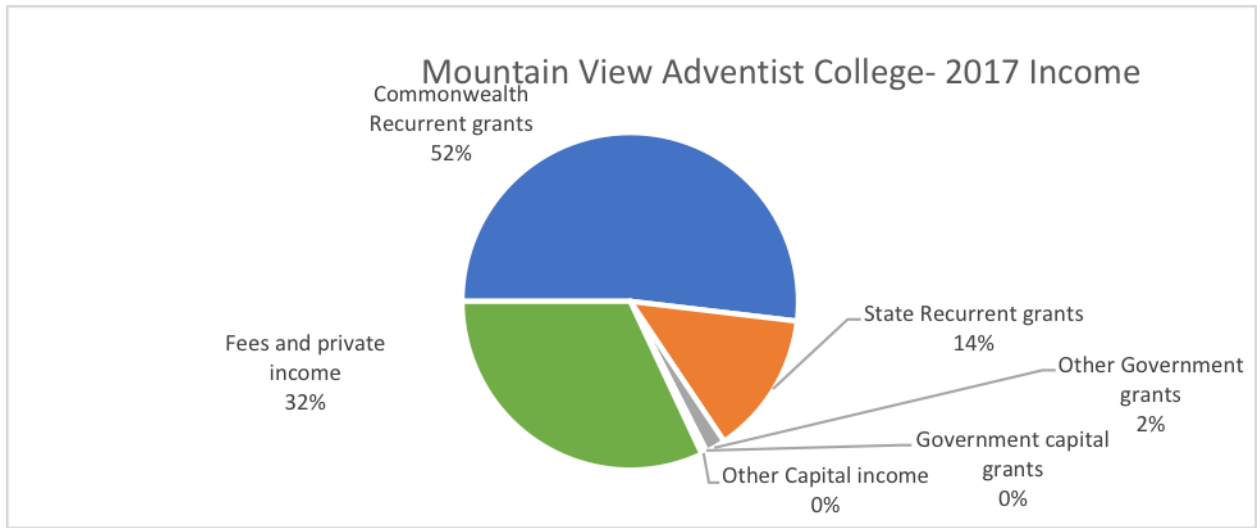
Students and staff were well represented and both were very satisfied about the education and well being at MVAC.

For the rest of the year, the college, through the Executive and some chosen staff, worked through the major issues that were brought up by both students and staff, with the support of an Independent Schools Australia expert . The results were then chartered, and became the college focus for growth points over 2018 and 2019. The executive were very impressed with the calibre of survey comments that could be acted upon to support all of the college and grow both students and staff quality of experience at MVAC.

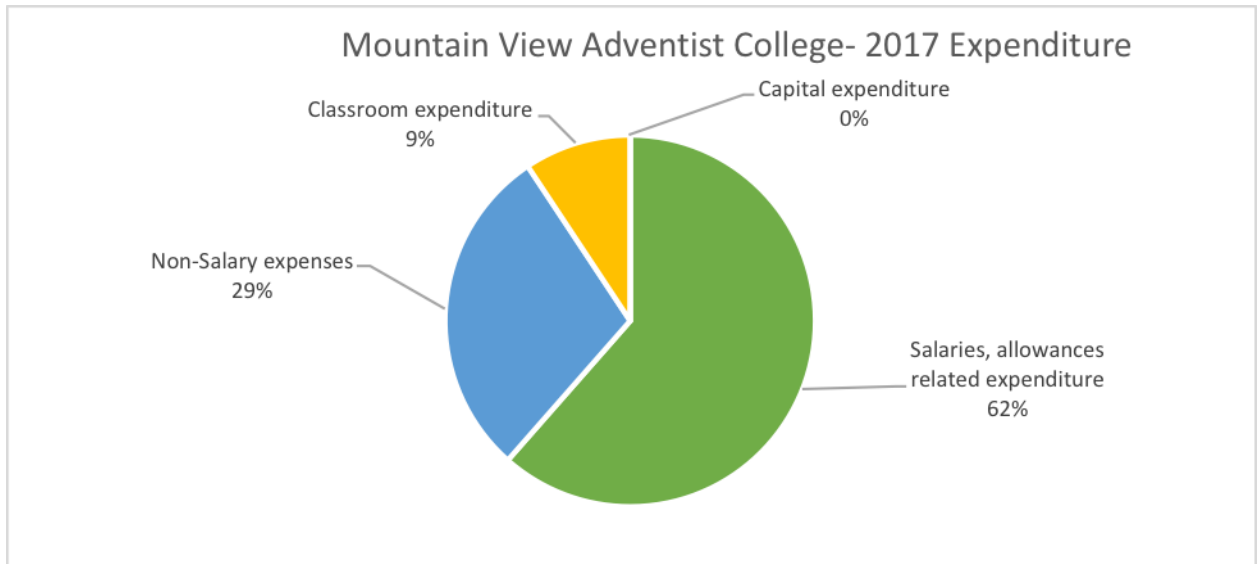
### **14 Summary financial information**

The schools company will complete this section for all SDA schools.

**Income**



**Expenditure**



**15 Public disclosure of educational and financial performance**

The 2017 Annual report will be published on the College’s website and available on request from the College office.

## SECTION 2

### CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA requirements for registration and accreditation.

**Please tick that your school complies with the following.** (please delete the least applicable box)



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Passes on the NAPLAN reporting to parents showing student results against key national information



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations



